

In reference to question #1 (The students I teach need more instruction on functional living skills.), Why? Please explain:
A majority of my student's disabilities would place them in a category of functional learning as a primary goal.
Academics are important but we also need to prepare our students for future life skills and their roles in society. It is a bigger picture. We still have a gap for our students with extremely severe and profound disabilities for instructional targets and assessment reporting.
Adaptive skill levels are low.
Additional functional living skills are needed to provide students with increased opportunities for success with post school goals.
After the 3rd grade, some form of functions skills training done independently of the regular classroom and curriculum is done. In the first 5 years of school, my students are getting life skills imbedded throughout their day while acquiring their basic academic skills in appropriate levels. After the 3rd grade, the content of the regular ed class does not lend itself as much to this process and additional time outside of the classroom is needed to accomplish the life skills training and make their work relate to their lives in a very concrete manner. ie measuring rooms to install carpet, measuring for recipes, etc.
All my students do some type of academic work, functional living skills can take place in MS or HS
All of my students at this time are Learning Disabled. They do not take the Alternate Assessment.
All of the students will be asked to do simple labor jobs. They will never be asked to write a policy or read a manual.
All students, with or without disabilities need to know how to read, write and do math in life today. Without these basic skills, it is very difficult for them to find work or keep a job.
Although they need academic skills and exposure to an academic curriculum as well, a focus on life skills instruction will be most advantageous and meaningful to them throughout their lives.
An important goal of education is to prepare students to be successful in life after school. My student is cognitively disabled to a degree that makes basic life skills much more for survival than knowing the names and dates of famous people in history(just an example). This student needs to learn how to do every day life skills, such as taking care of personal needs, how to do laundry, how to cook, how to use public transportation, etc.
As a high school teacher for life skills teachers by the time I receive my students in 9th grade fundamentals of reading/math... has been taught. I then need to concentrate on teaching the functional skills they need to be as independent as possible as they move towards graduation and to their adult life. My reading is based on cooking instructions, functional survival words, and reading for gaining information. Math focuses on money skills, calculator skills, time telling... Writing consists of filling out applications/info sheets, writing notes, e-mails, functional skills.
As I am an itinerant special education teacher, I am trained to give the alternate assessment. I gave the A.A. to students I do not teach.

In reference to question #1 (The students I teach need more instruction on functional living skills.), Why? Please explain:
At this point in their education, their parents are still actively engaged in teaching him. We already teach many of these skills at school.
Because functioning in daily life is a primary need for survival. It comes before having a 'preferred' job, or even being a contributing member of society for that matter.
Because it is an area that they lack skills in and it would be in their best interest to have functional living skills.
Because my students experience significant delays that have prevented them from acquiring the needed skill. They also are more successful with consistent, repetitive practice
because their cognitive ability prevents them from assimilation into adult situations, it needs to be taught.
Because these are skills that are traditionally taught, and skills that she actually excels in, rather than skills that will not be useful for her.
Because they are ill-equipped to handle day to day living experiences.
Because they have a significant disability
Because when they go to the store they can't give the clerk the correct amount of money for the item they want to buy. Or they don't know if they were given the correct amount of change.
Can never work on enough living skills with intensive students.
Cognitive Abilities
Cognitive abilities most likely preclude independent living.
communication skill building social skill building self help skill building
Currently, teach a class of students who experience Autism but are also performing far below grade level in all academic areas.
Due to significant communication skills and his limited ability to express himself he requires constant prompting and support to make his needs known and to do any academic work.
Due to the cognitive needs and processing time that each of my students needs, preparation for life after high school needs to be more scripted for this population of students to be as prepared as possible to live as independent a life as is possible for them in realistic terms.
Due to their cognitive functioning, functional life skills are more practical for their instruction rather than academics.
due to their cognitive levels and low skills
Each of our students are lacking some functional living skills. The particular skills and amount of instruction varies widely amongst the students.
Every student in our program needs functional living skills.
Exceptional students require daily instruction on independent living skills.
Functional academics and life skills are needed more because without those these students are not going to be able independent adults.
Functional Life Skills are critical for students with more significant needs to be able to be self sufficient and acquire skills that are meaningful and applicable to their daily living needs
Functional living skills are an important part of our student's life.
Functional living skills are what they will need to succeed after high school.

In reference to question #1 (The students I teach need more instruction on functional living skills.), Why? Please explain:
Functional living skills will be critical to these students for the rest of their lives. Other skills are nice to have but the ones dealing with everyday living are what they need to learn.
He needs both academic and functional living skills. He needs to learn how to function independently after graduating from high school
I am a K-12 Advisory Teacher working with home schooled students. I provide minimal instruction to a wide variety of abilities.
I am a specialist who was asked to complete the AA assessments for the district I provide special education services.
I am a teacher consultant and do not work with specific students.
I am an administrator and do not teach at this time. However, I strongly agree that these students need more instruction on functional living skills!
I am not the teacher of the intensive needs students I tested this year, but I will try to answer questions based on what I think their teachers are teaching them. So I am reading the questions as "The students I tested. . ." Otherwise this survey doesn't make sense.
I am satisfied with the amount of functional living skills I teach in my classroom.
I believe this student would benefit from learning functional life skills as well as core subjects.
I do not have intensive needs students this year, just resource, but they could use functional skills to help learn independence in terms of money skills, future job opportunities, how to fill out forms...
I do not have teaching responsibilities.
I do not teach.
I don't have a scope and sequence for living skills nor do I have a set curriculum in place so it's hard to determine where I need to start and what the end result should be, like would this be acceptable or should I keep continuing on this particular skill?
I have a high school life skills 2 special education classroom with high medical needs
I have a strong functional living skills curriculum that I have developed over the years.
I have lower functioning autistic students of which three are non-verbal and one student that has some language but not always purposeful.
I have OHI and LD students.
I have one self-contained student in a resource setting, so some functional living skills are difficult to address.
I integrate functional living skills into their daily schedule.
I only have one student with significantly low skills.
I put a lot of focus on functional skills...I hope to involve the students in the community more in the future to solidify this knowledge.
I teach a very wide range of students in a rural setting. Some (particularly those taking the alt assessment) do not gain functional skills independently and would benefit from more instruction.
I teach in a resource classroom, and only one of my students needs more instruction on functional living skills. The rest receive services for academics.

In reference to question #1 (The students I teach need more instruction on functional living skills.), Why? Please explain:
I teach many students with needs similar to those on the autism spectrum. Many of these students have trouble with independence, initiation, and social skills. They need instruction in functional living skills so that they can be independent and function within the community.
I teach preschool students with severe disabilities and functional living skills are a big part of their IEP's
I think all students need more instruction on functional living skills, but current trends in education emphasize higher levels of academic achievement as if all students were preparing for continuing education / college track. Real life skills / functional living has been overly de-emphasized.
I think functional living skills trump academic content. I believe in both but personal hygiene and everyday living skills are more practical and useful to them.
I think my students have get just the right amount of life skills instruction
I think students need instruction in areas that will help them function in life after high school. If that is our main purpose, then a large part of our efforts should focus there. Reading and Math relate to that concept.
I think they are getting enough of this instruction currently.
I work with 2 students that require one on one aides. One student is working on daily living skills for cooking, personal hygiene and doing laundry. The other is a younger student with Down's that is working on toileting and very basic skills.
I work with health impaired and autistic students.
I work with students severe needs.
I worked with a student that falls in the somewhere in the middle of taking the SBA's and the Alt Assessment and the need for such test is very much needed.
If it takes a student 6 months to be able to sometimes correctly answer the question, what day is today, he needs more functional living skills.
If we had more sped teachers we could look at a more comprehensive functional living program for these types of students. But since our ration of students to sped teachers is so we barely get out of a book or talking about it with theses types of students.
In order to prepare for adult life, the students need to begin working on safety, community, communication and vocational skills.
It depends on the needs of each student. I am unable to group all of my students in one category. However, the majority of my students benefit from life skills instruction.
It takes multiple attempts for them to master skills and even more time to generalize them. There is a limited amount of time for instruction to occur during the day. Unique Learning has been very helpful.
Low cognitive and require social skills regarding safety.
Many of my students are not able to handle daily living skills at this time. I hope they will gain in this area through education at our school in hopes by the time they graduate they will be capable of living semi independently.

In reference to question #1 (The students I teach need more instruction on functional living skills.), Why? Please explain:
Many of my students have hit plateaus and despite interventions, after breaks and due to the nature of some of their disabilities there is more purpose to the hands on functional skills and representation of traditional academics than solely teaching traditional academics.
Many of my students need basic reading and writing skills, but lack in the area of job skills and things that they will need to become more independent.
Many of the students have grown up in sheltered environments where many of their daily needs are taken care of for them. In addition, they all have disabilities that complicate very basic aspects of daily living for them now and on into the future. The future planning for these students needs to become more geared toward allowing this population to becoming more self-sufficient in their daily lives once they leave our doors.
Many of the students I worked with this year have significant cognitive disabilities and will need more in the way of functional living skills.
Many of the students that I service have severe cognitive impairments.
Most are early elementary and living skills such as taking coats on/off are dealt with with OT services.
Most have severe to significant cognitive impairments.
Most important for independence
Most of my students have a one on one para with them most of the time during the day. They have IEP goals related to functional living skills.
Most of my students will eventually be transitioning to community based services and need full support for all basic personal care needs. Functional communication instruction and practice in appropriate techniques to inform staff of wants and needs is essential to help them reach their full potential and improve their quality of life. Allowing them to make choices and participate as much as they can in personal care helps insure respect and dignity for the individual.
Most of my students will not pass the High School Qualifying Exam and receive a high diploma. The IEP teams feels that we need to focus on fuctional life skills rather than academics.
Most of the students I teach this year are resource students, not extended resource or intensive needs students.
Most of these students will be doing jobs in which they follow a routine. They need skills like clock reading, reading basic safety signs, simple math and behavior skills that focus on self-management at home and in the community.
Most students I have this year have little/no academic skills and need more instruction on health and safety issues.
Mostly social skills training.
Muy student needs to learn how daily living skills and how to become more independent.
My 5th grade students that are cognitively impaired are just emerging as readers at a 1st grade reading level. They need functional skills leading into middle school that will allow them to begin to be more independent of their parents in prep of food, taking care of clothing, handling money.

In reference to question #1 (The students I teach need more instruction on functional living skills.), Why? Please explain:
My elementary students are lacking in social skills and basic daily skills eg walking safely to/from school.
My student can read, and write, but struggles with personal peer issues. Language plays such an important part of understanding. EX. rules of games during PE. Homonyms. Sequencing and order. Wanting to have everything when asked to only choose 3 in the lunch line.
My student has Autism and is unable to function safely without assistance all day long. He knowledge of how to be safe falls in a unsafe zone.
My student has limited independence and needs assistance in most aspect of daily living.
My student is low cognitively and needs to learn to function with developing strong self-help skills
My student is non-verbal and so she can't read much of the test. She will point to part of the paper without even looking at the paper. For question 3-5, maybe you can put a space to type why it is not applicable. Reading-Basic pointing to environment or signing. Math: Basic numbers recognition Writing: holding a pencil and scribbling Maybe a functional alternate assessment skill will work for some of the developmental students we have.
My students are being successful on an academic track with hopes to re-enter the regular education environment with resource support.
My students are elementary and are able to dress themselves and have no problem with eating, opening containers, etc.
My students are in middle school and they have a great deal to learn about the world and how to be as independant as possible after their years in school.
My students are needing to have some skills so that they can live independently. Most of them need more work on these functional living skills to even live in a group home, not higher academic scores. Thank you for reading this comment.
My students are unlikely to use typical academic skills to obtain a job. They would benefit more from skills that would allow them to work in some capacity.
My students do not learn these skills at home.
My students have IQ's in the severe mental retardation range.
My students have potential to have a job and to be a part of the community, however it takes them significantly longer than their average peers to learn these skills.
My students have severe disabilities and some cognitive disabilities.
My students have very low cognitive ability, very poor adaptive skills, poor communication skills, and poor behavioral strategies.
My students need instruction on basic toileting skills, dressing skills and other living skills that typical developing children have before entering kindergarten.
My students need to be prepared for functioning in the community more than being frustrated trying to learn things that will not help them in their everyday life needs. Focus should be in theses areas.
My students need to be taught how to make a bed, how to make a snack, and how to do dishes. People take it for granted that they can pick up on this like other students. They need to be taught how to do things that come naturally for other people.

In reference to question #1 (The students I teach need more instruction on functional living skills.), Why? Please explain:
My students need to focus more on the functional skills that will help them succeed when they leave the school environment. We do a lot of money, personal care, and cooking skills. The test really is not appropriate for what I need them to work on.
My students will always need extra instruction on functional living skills.
My students, depending on their abilities, have pre-academic goal/objectives they are working on. The majority 6/7 are mainly working on functional living skills and are highly below proficiency in all content areas.
NA
One student is diagnosed with autism and he needs social skills for eating, conversing, and meeting people.
Our district has minimal materials on transitional lessons (community, home and daily living, recreation, jobs and job skills training, and secondary & post secondary education)
Our student scheduled to take the alternate assessment this year is currently out of state at a residential facility.
Out of six students I have two that can participate in an EXGLE academic program, the others concentrate on life skills.
parents are requesting
Rural Alaskan student require extra instruction on functional living skills due to the living conditions in the villages.
she seems to be at her limit of learning academics and needs to be able to do some caring for herself
so that they will be able to function more independently with their daily living skills
Some have few academics but for the most part what is going to be important for their future to be somewhat independent in their adult lives are functional living skills.
Some of my students have poor hygiene and are unable to take care of themselves without intense support from adults in their lives. They are involved in daily errands throughout the school building and they are making great progress. They would benefit from learning how to interact with the public in a restaurant or retail setting to acquire other functional living skills.
Some of my students have significant behavioral/cognitive issues and will most likely always have to be cared for by others. However, whose to say that some of that care and functioning in their future environments could be done by themselves if they learned these skills in school while they young. Whether they will be living with parents after high school or a group home or a nursing home, they should be able to make choices and contribute in whatever way possible to make their quality of life better. For example, they might be able to help w/self care - washing clothes, sorting, gathering ingredients for cooking, choosing activities, helping with errands within a community such as going to the store, making purchases and other lifetime skills.
Some of my students have such significant delays, they aren't even able to match colors or shapes. Actual reading, math, etc. have no meaning for them.
Some students I teach need more instruction on functional living skills because it takes a lot of repetition for them to master a skill.

In reference to question #1 (The students I teach need more instruction on functional living skills.), Why? Please explain:
Student don't seem to understand what is needed to live independently.
Student need help with toileting, eating, and getting dressed.
Students are able to manage most of their functional living skills.
Students are at a level that includes, potty training and basic self help skills (teeth brushing, cleaning face, blowing own nose, covering cough, dressing self, stranger danger)
Students do not necessary need to be able to write from memory...computer skills are needed
Students have multiple disabilities and low cognitive skills, and are bound for a job rather than higher education in the future.
Students need both. To learn functional skills would also involve some academics.
Students need instruction in both academics and functional living skills.
that will be their cues for getting along in life
The child has difficulties mastering academics. She needs more of the functional task like cooking and keeping the house clean.
The curriculum based instruction in reading, writing, and math is important, but many of these students need to learn hygiene, dressing for the weather, opening and closing containers and feeding needs.
The focus of our whole curriculum is around functional living skills. All students with significant disabilities need instruction on basic academic and functional life skills.
The focus on the student's IEP is to learn skills that will aid them in functioning in society.
The have Autism and have difficulty understanding people, language and the world around them.
The majority of these students will always live in some type of supported living environment and have access to supported employment services. These students need to be engaged and actively participating in self-help and functional living skills which is difficult to access with this type of assessment.
The more training they, the more they will learn.
The need to be able to survive in a world without parent or teacher support and every opportunity toward that is making life better for them
The student I have does not know her address or when to call 911.
The student that I have for the AA has multiple disabilities that severely restrain her fine and gross motor skills. Thus, the past focus of her program has been solely on healthy living and functional living skills.
The student that I teach have are significantly cognitively delayed and need specialized instruction in reading, math and language arts and get related services.
The students are still learning to read and so simple math when they are approaching their teenage years. I am not sure they are ready to take care of themselves.
The students get plenty of instruction to functional living skills already.
The students I have need to learn how to care for themselves as well as how to survive in the world. Some will always have to have someone take care of them, and some may be able to live on their own. They need to learn the basic skills such as cooking, cleaning, shopping, managing a bank account, etc.

In reference to question #1 (The students I teach need more instruction on functional living skills.), Why? Please explain:
The students I serve have limited self-help skills and limited independence.
The students I teach are capable of both improving functional living skills and academic based.
The students I teach generally have lower cognitive ability and/or physical impairment which hinders them in learning/doing functional living skills independently. These students require specific step by step instruction, modeling, repetition, adaptations, etc. to learn functional living skills.
The students I teach have functional living skills and academics as part of their curriculum
The students I teach need instruction on both functional living skills AND academics. It is my belief that both can be taught simultaneously. My students do not necessarily "get" life skills that come to other students quite naturally- therefore they need extra practice and structure.
The students I work with have severe to moderate special needs and daily skills/functional living is more of a focus along with basic academic skills.
The students I work with struggle with every day living skills.
The students in my class will need more functional living skills in order to be successful when an adult.
The students that I teach are need of a curriculum that is best suited to their individual needs. In outside resource room classes, the focus and attention that these students needed could not be served. Also, their cognitive abilities are at a range far too low to pass the curriculum with special education accommodations and modifications.
The students that I work with do not have the language skills of their age appropriate peers. We strive to assist our students to be able to be self sufficient with personal needs so their peers are more acceptable with interactions while still striving to raise cognitive abilities.
The students will need the skills to become more independent in the community and in their adult lives.
The students will require functional skills in order to live as independently as possible.
The Unique Learning system provides a great curriculum aligned with state standards and makes it easy to teach functional living skills.
Their memory is weak and they need time to practice and generalize the skills to different settings.
Their skills are so low and I feel that living skills are much more relevant to their needs.
There are aspects of daily living skills that will always need to be taught, ie, laundry, taking a shower, washing hands, etc.
There are not life skill opportunities available here and that is very important for students who are definitely not going to get a diploma and must be able to take care of themselves in their adult life
There just isn't enough time in the day.....
These are the skills (application of the basics) that they will use in everyday life.
These are the skills that they need to function in their everyday life. Districts need to provide programming and school settings that allow for this from elementary through high school. Too often the focus and facilities for these skills are not provided until high school. Too late if you ask me.

In reference to question #1 (The students I teach need more instruction on functional living skills.), Why? Please explain:
These are the skills they will use more in their day to day interactions. Yet these skills are not assessed only their academic.
These students can not obtain consistent professional training in a home school situation
These students need several years' worth of practice in order to do basic 'independence' skills - dressing, toileting, cleaning, cooking, etc.
These students will be receiving services throughout their lives for living and work. The more practical the application of skills the more semi-independence they will be able to achieve.
They need to be independent in the basics skills of daily living as well as shopping and other activities of daily living.
They are adolescents. We have been working on the academics, but now we need to start teaching the academics through functional living skills. They need to become as independent as possible and have sufficient social skills to function in the world of employment.
They are more likely to be engaged in the learning process if the activities are relevant to their lives. However, for the students that I teach. academics is a part of what they need to know to feel successful and included.
They are multiple disabled and living skills are vital to life.
They are needing more instruction on basic skills needed to function in society such as name, address, survival signs, real world math, among other things.
They are placed in a Life Skills program.
They are proficient on functional living skills.
They are taught functional living skills.
they are way below academic levels and will not be able to achieve a grade level knowledge, they are currently about 8 grades behind where they are supposed to be.
They can always use more
They can not do anything for themselves except walk.
They do not have the functional skills that are appropriate for functioning independently, even for their age (e.g. money, time, communication).
They have reached their capability of reading, writing and math abilities in school. They need to learn more about how to care for themselves and what they can do to become successful contributing adults in their community.
They lack basic life skills
They need basic skills such as getting dressed, brushing hair, how to follow directions so they can be successful at home and at school.
They need help in a variety of self-help skills and in skills to help them be more independent because of physical and cognitive delays.
They need more functional living skills instruction because they have only a short time left in school and we must prioritize their instruction to include the most essential skills they will need to transition to adulthood and their community.

In reference to question #1 (The students I teach need more instruction on functional living skills.), Why? Please explain:

They need to learn to live as independently as possible. They feel great once they know they can do something all by themselves. They need so much more time to practice basic skills and generalize these skills throughout various environments. It empowers them when they learn new skills and they can do it on their own. Participating in academic classes are great, but it limits the time to concentrate on needed skills which they need to become as independent as possible as an adult. We also need to look at their level of interest in participating in general education classes. Many of these students have strengths and interests in certain areas (ie., music, pe, drama, art, etc.) and we as professionals need to adapt the learning environments so they can be successful. They need to be included as much as possible with their peers, but not at the expense of ignoring teaching functional living skills.

They really are not ready for further programs such as ACE when they leave high school. They do not know how to handle the everyday issues everyone deals with.

They require basic life skills training to obtain independence of any kind.

They seem to pick up on functional living through daily living, but reading and math are subjects that need to be taught.

They spend so much time being "pushed in" to the general education curriculum that I do not feel that they are spending enough time learning living skills.

This is what my students need more then anything to help them succeed when they leave my setting.

This is what will add to the quality of their daily lives. They probably won't get a job on the basis of the reading or math skills, but they may get a job or life situation based on their daily living skills.

This student cannot identify coins, count money, he can add using touch math but cannot subtract. It would help him to learn how to care for himself.

This will be an on-going concern for my student due to intensely slow development. She is now almost 9 years old, and at an infant level globally.

to be able to live somewhat independently.

Very individualized as to level of functional living skills instruction which occurs more so with 18 & older students. Academics are tied in as much as possible to activities of daily living as they occur in school and in the community.

We adequately cover functional living skills as a part of our daily program included within academic subjects.

We are working on functional skills that will work toward daily functionality. ie: bathrooming, eating, etc.

We can always do more and these children could always use more functional living skills. I am answering these questions as a school psychologist and not a teacher

We have a good mix of academic and functional living skills built into our program. Unique Learning curriculum is a functionally based program designed for our population of learners.

We practice functional living skills daily and the students are doing very well.

we provide that instruction

We spend quite a bit of time addressing functional living skills.

In reference to question #1 (The students I teach need more instruction on functional living skills.), Why? Please explain:

What is the definition of functional living skills. It is different for everyone. They are able to do the basic skills and need help in academics and work related skills.

While my students didn't do bad on the testing, they do need more support with functional living skills. Parents may work on it but these students need more as to how things such as math and reading pertain to the normal life.

younger students seem to receive more assistance because of their developmental level instead of age-appropriateness.

Comments: (If your comment refers to a question above, please list specific number)[Questions 4B, 1-7, all reference the ELOS Administration and focus on the redesigned ELOS format]

6 I have classic "text book" students that are taking the Alternate Assessment. I realize this is not always the case.
8 All require Extended levels of support in all areas. #10 Alternate assessment was already in place when I started.
#10 I have added a few things to my instruction but my teaching has not changed significantly. I feel the ELOS assessment only tests a student's ability to point where you tell them to, not any academic knowledge/skills.
#10 I realized after taking the training that the students can learn more advanced material even if they can't read. I do need to locate and design more materials for preteen and teen interests.
#10-In my particular school, we have not yet made AYP due to a large minority ESL population and students with disabilities (intensive resource and self contained). However, I have taught more writing skills and reading comprehension since teaching in a self-contained classroom with students with either cognitive impairments and/or autism.
#10, I teach my students academic lessons. The Alt Assess does not assess what the students are being taught. The AA has information about bar graphs and reading bar graphs, this is not appropriate for my students to have to know.
#10, the alternative assessment has helped me to identify areas of need and adapt my curriculum
#10. I have been taking many college courses during the year that influence my instruction.
#2 I think the information the ELOS assesses doesn't tell me anything new (that I don't already realize and design instruction for my students).
#5 writing is more focused on lists, forms, personal information - real life needs. Much of math is around money skills. Learning needs to be real life not academic for the sake of academics.
#7- I could ALWAYS use more for student benefit.
#7: I don't feel as though I sufficient access to accommodations and assistive devices for ALL of my students taking the AA due to the limited time the AA window provides considering that our district has a spring break along with parent/teacher conferences during this window.
#8 I have two students who are taking the ALT and one will meet the academic standards assessed but the other who is a 7th grader can not even recognize letters and numbers. when he was doing 5&6 grade he had a chance to pass some of it. Now he will have to take the other part that does not count.
#8 implies that because a student takes the AA that they are more likely to meet the standards and that is not the case. It depends on a number of variables and this question does not account for any of those so I marked it N/A, because there were no other choices. However, I didn't want to disagree because that doesn't mean that a student won't meet the standards either.
#8--My students who are verbal have a better chance of meeting the standards than those who are nonverbal.
#8: I appreciate (and my student appreciates) the alternative assessment. However, I still do not feel that he will be able to succeed, such as his disabilities are intense.

Comments: (If your comment refers to a question above, please list specific number)[Questions 4B, 1–7, all reference the ELOS Administration and focus on the redesigned ELOS format]

#8. i have several students who meet the academic standard and some that will never meet it. My population is very diverse.

#9- I believe my students are gaining in skills in behavior and functional life skills more then academics, most of my students are at a pre-academic level.

2. The information I will get this year may be more helpful. I now understand the ELOS better than in the previous years.

3-10. Our student scheduled to take the alternate assessment this year is currently out of state at a residential facility.

7) none of my students used the ELOS this year

8. Some of my students will meet standards but others will not. One of my concerns is that the alternate imposes more rigorous standards than the SBA's in some areas. For example, on the SBA's students are not judged on spelling or punctuation on the responses to the reading questions. Also if the writing is legible than the answer is judged. On the alternant, students are penalized for poor letter formation, reversals, lack of capitals and punctuation. In addition. the reading comprehension stories at the 3/4 grade levels to me seem to be far too difficult for a student with significant cognitive disabilities. 7. The state allows for sufficient access to accomodations but in reality they can be very time consuming when implementing with nonverbal students.

9. I have always believed that the children have the capacity to learn and strongly push each to their academic and personal level of achievement. We are a life skills program.

After 12 years, this is my 1st year working with students on Alternate Assessment. My teaching has changed due to the students' IEPs, Extended GLE's and the Alternate Assessment. For #8, I wanted to agree and disagree. One of my students with a significant memory deficit will most likely not meet the academic standards addressed by the assessment. We have been working on the same stories for months and he has recently been able to remember the 3 word sentences using the picture cues.

All of the questions are situational. Depending on which child I think about when answering the question.

As stated in question 2, the two students who are capable of academic instruction in my classroom have taken the standard administration of the test. Some of their answers are not really valid because they point randomly to a picture or do not understand the question. In the past when I had students who could add or subtract still made mistakes because they couldn't generalize the skills with different materials. I do introduce some of the skills needed to use on the test throughout the school year. I would not say this improves the academic skills or any of the students other than those that were capable in the first place.

didn't need to useELOS

For #5 -- I do have my students write up to 3 paragraph compositions but I find it more functional to write about real things and therefore they write reports based on facts from simple internet searches on a topic of their choice. I prefer to have the writing class be a learning tool rather than a creative writing exercise.

Comments: (If your comment refers to a question above, please list specific number)[Questions 4B, 1-7, all reference the ELOS Administration and focus on the redesigned ELOS format]

For #8, this depends on the individual students and their needs. Some will meet the standards and some are not at that level yet. For #10- For the most part, my teaching practices have not changed. But, I have started focusing a little more on the skills that I think are likely to be tested.

Great job in the alternate assessment.

I administer the alternate, but do not teach any students who need to be assessed on the alternate.

I am OK with the AA, but I do think the scoring could be simplified.

I am teaching differently since ASD invested in Unique Learning. the curriculum lets me focus on teaching instead of making material to use to teach.

I am teaching some of the info that is included in the AA but many of students do not understand many of the concepts included in the AA. In teaching differently I may introduce concepts they might understand but graphs/hundreds place and so many items are not important for their needs or they would understand as they continue to be more independent.

I believe for the AA to be valid, tests should be developed based on content standards but individualized performance tasks to illustrate the learning of each exceptional student.

I did not have any students this year that took the Alternate Assessment.

I did not have students who needed ELOS.

I did not have students who required ELOS during testing this year, and as such ELOS is not something that I can speak to at this time.

I did not have to use the ELOS items with the students I tested this year. However, other students taking the AA were not able to use the ELOS because it was too difficult for them. It really depends on the student's level.

I did not use ELOS this year.

I do not fully understand the way the alternate assessment standards were developed, so my opinion is not based on much more than simple observation. However, it seems to me that the alternate assessment is not assessing the functional daily living skills we are teaching our students, such as making a purchase in a store, preparing a meal, managing a place to live, and independently completing job skills or accessing the community. The alternate assessment seems to me, to be assessing just a lower level of skill that the SBAs measure. If it were to really assess what I am teaching, there would be checklists or scales marking their progress in the above mentioned areas.

I do not teach to a test.

I do not think the AA is testing the abilities of my students.

I don't teach children who take the alternate assessment, the children I teach are pre-K and k-1st

I don't teach to the test, but it is nice to know what others think is important enough to test it.

I don't teach

Comments: (If your comment refers to a question above, please list specific number)[Questions 4B, 1-7, all reference the ELOS Administration and focus on the redesigned ELOS format]
I feel the Alternative Assessment can be much more functional in nature, i.e., In stead of asking our students which number in first on the number line perhaps we could ask: Which person is last in line to buy a bus ticket, and which person would I stand behind if I wanted to buy a bus ticket. or a movie ticket etc.
I had a student taking the Alternate Assessment, but he has transferred to a new school. I currently have no students taking the Alternate Assessment
I had one student who would possibly be taking the Alternate Assesment. He is currently a drop-out.
I have administered the Alternate assessment to two students and I feel that they have made gains academically since last year.
I have no students qualified for the Alternate Assessment.
I helped the State of Wisconsin write the science portion of their AA. In comparison to Wisconsin's version, I find the science section of the Alaska AA extremely ineffective. The pictures do not look like the objects they are meant to represent and the ideas / questions are vague. I do not feel as if this section of the AA accurately assesses my students knowledge in this area.
I maintain a program that is academic based at the elementary level. Reading, writing, and math are at the center of what I teacher.
I teach what each individual student needs. If there are things on the test that I see are functional for them and they are struggling with I teach that. Many of the items on the AA I feel is not relivant to what my students need to be successful young adults.
I work with medically fragile -very involved students who are homebound - parents see no reason for this assessment and would like a way to opt out!
In reference to number 7, I personally provided many of the accommodations such as: token incentives, air filled seat cushions, weighted lap pads, chewing gum. They are items I invested in for student success in the classroom on a regular basis.
It is difficult to answer question #9. I would strongly agree to that statement with one student and disagree with two students.
Most of these have been happening before the alternate assessment test and continue with it... I do not necessarily see it as the causitive factor, I find that to be quite a leap. I do, however find the assessment useful in helping me determine IEP goals.
My student was now an ELOS student.
N/A
None of my students are currently eligible for the alternate assessment. We had some disagreement as to exactly who qualifies, and who doesn't. The language is vague, while some in the district are pretty specific.

Comments: (If your comment refers to a question above, please list specific number)[Questions 4B, 1-7, all reference the ELOS Administration and focus on the redesigned ELOS format]

Number 3, 4, 5, 6, 7. The ELOS is the best match for my student. The questions in ELOS makes my student successful in taking the test. My student is non-verbal. She relies more on pictures or concrete materials than words. She is able to listen to direction and point the answer to me. The use of classroom materials are more concrete than paper. My student is more familiar with the classroom materials especially when use during testing. I do agree that the ELOS is the best match to my student academic abilities.

number 9. The students in my group are not academic students. They are at a lower level.

One of my students will never reach the academics because it goes up by grade levels and she is not up to grade level. She will always be below grade level because of the disability she is affected by.

Perhaps there should have been a question that eliminates the need to respond further, for people who don't administer the alternate assessment.

question #10, My teaching has not changed but some of the recommendations I make as a school psychologist have changed.

question #5 instruction in writing focuses on enjoyment of stories. Both fictional and nonfictional. Being an active listener versus a passive listener.

Question 10: I believe and have proven intensive students can learn much higher skill levels than they are often allowed to do for a very long time. These kids deserve to have the feeling of self-worth and accomplishment. Many would deny them this, because of low expectations and the feeling that they have to be protected and they are so cute and funny. I have always expected them to learn and behave as we would anyone else. They have been amazing except for the hormonal time of puberty when they seem to forget everything they learned in the last 12 years. Fortunately, this stage does not last too long and the relearning is much easier and faster the second time around.

Questions 8, 9, 10 I am not in the classroom right now but outside of the class opinion, I see teachers: 8. disagree 9. Strongly Agree 10. Strongly Agree

Questions 9 & 10 I did not have students taking the Alternate Assessment this year, but past students have made progression.

some of the materials requested are difficult to get in place without additional support.

Students are making progress, but not necessarily to the level of the alternate assessment. Most students have splinter skills even at their low cognitive level.

The alternate assessment, as it is now, is entirely inappropriate for the developmental levels of my student. She was unable to do any of it independently, and when hand-over-hand assistance was given (this is truly a waste of her and my time together), she resisted.

Comments: (If your comment refers to a question above, please list specific number)[Questions 4B, 1-7, all reference the ELOS Administration and focus on the redesigned ELOS format]

The majority of the students I assessed and who went to ELOS only scored points in hand over hand assistance for choices this year. They were unable to meaningfully participate and the assessment was in no way a measure of their abilities due to their multiple disabilities. Depending on the student population each year, this assessment sometimes is valid of their abilities and most often, not. Some students who can achieve academically in the class, may not be able to generalize the skill when it is offered with different materials and the instructions given in a formal way with no cueing.

The phrasing on #9 is confusing.

The reports given to parents are NOT informative about their students skills for ELOS. It would be better to have more emphasis on what they were able to do vs not proficient. It also doesn't emphasize any skills for a teacher to be informed about unless they take notes while giving the ELOS. It would be better to list, student was able to do writing tasks independently XX% of time,... with hand over hand support XX%, etc. We need a better report. I do like 15 questions per ELOS topic though. (short and sweet)

The science test is the best design for my students since it uses multiple choice pictures. The 3/4 test is more reasonable than the grade 5/6 test. The 5/6 test is much harder and longer. Students that were proficient on the 3/4 test are not on the 5/6 test. The test needs to be able to be given in a non-verbal response mode. To expect low verbal or non verbal students to say the letter sounds does not work. The assessment is still above the level of many Life Skills students and it does not measure the growth that they are making.

This alternate assessment does not provide access to my students with the greatest disabilities. For those student who are able to access academics, it is appropriate. For a very small percentage of others, this test is inappropriate because it does not measure anything applicable to their lives at this point.

totally inappropriate to what children are and should be learning